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ABSTRACT

This unit, developed for grades 6-12, is designed to help students grasp what life is like in a highland village in Guatemala. It is intended that students develop skills in geography and begin to discuss such ideas as rural poverty, migration to urban centers, land distribution, and agricultural methods. The unit involves the use of a set of slides. English and Spanish versions of the slide script are included. (DB)

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Rio Blanco: Land Use in a Highland Guatemalan Village

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Rio Blanco: Uso de la tierra en un pueblo de la tierra alta de Guatemala

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RIO BLANCO:
LAND USE IN A HIGHLAND GUATEMALAN VILLAGE

A precollegiate curriculum unit
Grades 6-12

Developed For the Latin America Project/SPICE
Stanford University

1984

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RIO BLANCO: LAND USE IN A HIGHLAND GUATEMALAN VILLAGE

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This unit was developed and field-tested by Bert Bower, Los Altos High School, Los Altos, California. Funding was provided by the Stanford Center for Latin American Studies and the International Research and Studies Program, Office of Postsecondary Education, Department of Education.

RIO BLANCO: LAND USE IN A HIGHLAND GUATEMALAN VILLAGE
(Grades 4-12)

I. Rationale

What life is like in a highland Guatemalan village is a concept that few students in this country, especially urban students, can easily grasp. In order to begin to discuss such ideas as rural poverty, migration to urban centers, land distribution and agricultural methods, students must be able to visualize a rural village. In this unit, students are encouraged to view a set of slides critically and transfer the information onto their own land use maps. The combination of slides and the map should give the students a very concrete conception of a rural village in Guatemala.

II. Unit Objectives

Students will:

- Record geographic data from a set of slides of a rural area.
- Improve map-reading skills by creating a legend, map symbols and land use data.
- List and label the countries of Central America.
- Make hypotheses concerning such questions as:
  1. What are the major uses of land in a Guatemalan highland village?
  2. What is the relation between land ownership and socio-economic status? (In specific, what are the differences between "minifundio" and "latifundio"?
  3. What is the role of religion for the rural population?
  4. Why are social services such as health-care, sanitation facilities, and education so limited?
  5. What are some differences and similarities between Guatemalan and North American cultures? Between agricultural and industrial countries?

III. Procedures

A. Each student will receive a skeletal land use map which he/she will proceed to fill out as the slides are viewed.

B. The teacher will refer to the **"Teacher's Guide to Land Use Map"** and **"Script for Rio Blanco Slides"** to guide students in the activity.

Land Use in a Rural Highland Village:

Teacher Background Notes

Although teachers using the script to the Rio Blanco unit will find most of their questions about the town answered as they work through the unit with their students, the following information about Guatemala and the town of Rio Blanco may help teachers respond more spontaneously to student questions.

Guatemala

Guatemala (109,000 sq. km., 7,262,000 people), is the most populous of the Central American republics and the only one which is predominantly Indian. It still has large areas of unoccupied land; only about half of it is populated. Two-thirds of it is mountainous and 62% forested. It has coastlines on the Pacific (240 km.) and on the Caribbean (110 km.) A seventh of the total population lives in Guatemala City, the capital, which is ten times as large as any other town. A lowland ribbon of land, nowhere more than 50 kilometers wide, runs the whole length of the Pacific shore. From this plain the highlands rise sharply to some 240 kms. to the north before sinking into the northern lowlands. Most of the people of Guatemala live in the large basins in the mountainous area which is basically a volcanic ridge. Guatemala's population has a birth rate of 40.8 per 1,000, an infant mortality rate of 57.1 per 1,000 and a population growth rate of 2.8%. Statistics taken from Economic and Social Progress in Latin America: 1987 Report. New York: InterAmerican Development Bank, 1987.

Culture

Guatemala has two distinct cultures--the combination of Christian Spaniards with native Indians centuries ago created the mestizo (Ladino) society, living in the urban cities of the West. The rural Ladinos and pure Indians, living in poverty in the East, have little contact with the people of the cities. The Indian culture is distinctly Maya-Quiché; they are descendants of the oldest civilization in the Western Hemisphere.

Economy

Guatemala's economy is based almost entirely on agriculture. Major cash crops include coffee, bananas, beef and cotton. Most farmland is controlled by huge estates--the top 2.1% of the population owns 62.5% of the farmland. The large Indian population lives outside the money economy on small plots in the highlands. The average per capita income is $400, but in rural areas it is only about $80.

Light industry has grown in recent years, but economic development remains handicapped by the traditional, largely feudal economic system. Also impeding development are communications problems caused by the large number of Indian dialects used in Guatemala.

Although the devasting earthquake of early 1976 destroyed much of the nation's productivity by damaging roads, water facilities, power supplies, communications and the like, economic output survived largely intact. Major cash crops, produced mostly along the coastal regions, were unaffected by the quake. Light industries such as textiles, food processing and pharmaceuticals, located around the capital, also suffered only minor damage.

The government that took office in January, 1986, adopted an economic program to stabilize the economy. In fact, the economy did show some encouraging signs in 1987: foreign exchange rate stability and a lower level of inflation. Still, the low export earnings from coffee, sugar, and cotton has been detrimental to the Guatemalan economy. Public debt in both 1986 and 1987 was roughly $2.1 Billion.

Rio Blanco

Rio Blanco is a small, rural village of 500 people situated in the Department of San Marcos which is in highland Guatemala. The town is situated at an elevation of 2,600 meters in an area of low mountains covered with pine forests. Rio Blanco derives its name from the "White River" which winds its way through a deep gorge to the east of the town. The town is approximately six hours from the regional capital of San Marcos which serves as Rio Blanco's main link with the economy, politics and society of the larger nation.

Agriculture

The townspeople are of mestizo origin exclusively (there are no pure Indian elements in this region). Most men are engaged in subsistence farming of corn, beans and squash, although many families have small vegetable gardens worked by the women which produce onions, chiles, tomatoes, carrots, cilantro, etc. for home consumption and limited sale. The majority are corn plots.

Education

Education in Rio Blanco ends with elementary school. Students wishing to continue further must travel to san Marcos. Although education is mandatory, many children in Rio Blanco are

busy with daily chores (such as watching herds of sheep or weeding gardens) which do not enable them to attend school. During the harvest season the four room school house is all but empty. These are the conditions which account for a national rate of 63% illiteracy among the population over 7 years of age. (75% of all Guatemalan children under 5 years old are malnourished.)

Housing

Housing in Rio Blanco reflects the economic statistics already presented. There is no running water, sewage service or electricity in any of the homes. A few homes are constructed of concrete with metal roofs, but the majority are made of adobe and covered with straw roofs. The majority of the homes, especially in the outlying regions of Rio Blanco away from the town center, are one room, windowless adobes with a cooking fire in one corner. This makes for a very dark, smokey atmosphere which helps spread respiratory problems in children and causes eye diseases in most of the elderly women.

Script

The following is a chronological list of slides and suggested ways of using each slide. The slides are not a self-contained slide show. They are meant to be used as tools and referred to as students fill in their land use maps. They are not for passive viewing. Each slide has a number of questions corresponding to it which, when not obvious, are briefly answered for teacher reference.

The unit is meant to be taught in 2 class periods. The script is provided in both English and Spanish in order to facilitate the use of this unit in a Foreign Language course.

Slide 1: Map of Western Hemisphere (Map of World Provided)

WHAT IS THIS MAP OF? LOCATE THE FOLLOWING: NORTH AMERICA, CENTRAL AMERICA, THE CARIBBEAN, AND SOUTH AMERICA. WHICH DIRECTION IS NORTH, EAST, SOUTH, AND WEST? WHERE IS GUATEMALA IN RELATION THE UNITED STATES? HOW WOULD YOU TRAVEL TO GET TO GUATEMALA?

Transparencia No. 1: Mapa del hemisferio occidental

¿DE QUE ES ESTE MAPA? LOCALICEN LAS SIGUIENTES REGIONES: NORTEAMERICA, CENTROAMERICA, EL CARIBE, Y SUDAMERICA. ¿DONDE ESTA EL NORTE, EL ESTE, EL SUR, Y EL OESTE EN EL MAPA? ¿DONDE ESTA GUATEMALA CON RELACION A LOS ESTADOS UNIDOS? ¿COMO VIAJARIAN PARA LLEGAR A GUATEMALA?

Slide 2: Map of Central America (Map of Latin America Provided)

WHERE IS GUATEMALA? WHAT COUNTRIES BORDER GUATEMALA? WHAT MAJOR BODIES OF WATER SURROUND IT? HOW MUCH COASTLINE DOES IT HAVE? WHERE ARE THE MOUNTAINOUS AREAS LOCATED? WHICH IS THE BIGGEST COUNTRY? THE SMALLEST?

Transparencia No. 2: Mapa de América Central

¿DONDE ESTA GUATEMALA? ¿CUALES SON LOS PAISES QUE TIENEN UNA FRONTERA CON GUATEMALA? ¿COMO SE LLAMAN LOS MARES Y OCEANOS QUE RODEAN AL PAIS? CUANTO TIENE DE COSTA? ¿DONDE SE VEN LAS REGIONES MONTAÑOSAS? ¿LOS LLANOS? ¿COMO SE LLAMAN LOS OTROS PAISES DE CENTROAMERICA? ¿CUAL ES EL MAS GRANDE? ¿EL MAS CHICO?

Slide 3: Map of Guatemala

WHERE IS THE CAPITAL OF GUATEMALA? WHAT IS THE LAND IN THE NORTH LIKE? THE EAST? THE WEST? HOW IS THE COUNTRY DIVIDED POLITICALLY? (Departments are like our states.) CAN YOU LOCATE THE DEPARTMENT OF SAN MARCOS? WHAT IS THE LAND LIKE IN THIS SOUTHWEST PORTION OF THE COUNTRY?

Transparencia No. 3: Mapa de Guatemala

¿DONDE QUEDA LA CAPITAL DE GUATEMALA? ¿COMO ES LA TIERRA DEL NORTE? ¿DEL ESTE? ¿DEL SUR? ¿DEL OESTE? ¿COMO SE DIVIDE EL PAIS POLITICAMENTE? (Los departamentos equivalen a los estados norteamericanos.) ¿PUEDEN UDS. LOCALIZAR EL DEPARTAMENTO DE SAN MARCOS? ¿COMO ES LA TIERRA EN LA REGION DEL SUROESTE DEL PAIS?

Slide 4: Southwest Quadrant Map of Guatemala

LOOKING CLOSELY AT THE DEPARTMENT OF SAN MARCOS, CAN YOU LOCATE THE SMALL, HIGHLAND TOWN OF RIO BLANCO? WHAT DO YOU SUPPOSE THE DIFFERENT COLORS ON THE MAP REPRESENT?

- The different colors are symbols for different geographic regions. Yellow = valleys, green = highland areas, light green = mountainous areas. Rio Blanco is at an elevation of 2,620 meters.

WHERE IS RIO BLANCO IN RELATION TO MAJOR URBAN AREAS?

- Six hours from the regional capital of San Marcos which is Rio Blanco's primary economic and political link with urbanized, national life.

Transparencia No. 4: Mapa del Cuadrante Suroeste de Guatemala

FIJANDOSE BIEN EN EL DEPARTAMENTO DE SAN MARCOS, ¿PUEDEN LOCALIZAR EL PUEBLO CHICO DE RIO BLANCO EN LAS TIERRAS ALTAS? ¿QUE CREEN QUE REPRESENTAN LOS DIFERENTES COLORES EN EL MAPA?

- Los diferentes colores son simbolos que representan las diferentes regiones geográficas. El amarillo significa los valles, verde las tierras altas, y verde claro las montañas.

¿DONDE QUEDA RIO BLANCO EN RELACION A LOS MAYORES CENTROS URBANOS?

- Queda a seis horas de la capital regional, San Marcos, que le sirve de lazo económico y político con la vida urbana nacional.

Slide 5: Skeletal land use map of Rio Blanco

- Students will note that this map is identical to the map they have in front of them. Nothing, as yet, is labeled. Students will fill in their own skeletal maps from the information provided from upcoming slides.

WHERE IS THE MAIN BUILT-UP AREA OF RIO BLANCO? CAN YOU LOCATE THE MAIN INTERSECTION OF TOWN?

- The main intersection in the town is marked by an **X** on the **Teacher's Guide to Land Use Map.** It is from this important point that three of the next four slides which students will use to fill in their maps have been photographed. (The north, east, and west views.)

Transparencia No. 5: Mapa trazado del uso de la tierra de Rio Blanco

- Los estudiantes se darán cuenta de que este es el mismo mapa que tienen frente a ellos. Hasta ahora, nada lleva nombre. Los estudiantes escribirán los nombres de los edificios, terrenos, etc., a medida que vayan viendo las transparencias.

¿DONDE SE VE EL AREA DE MAYOR CONSTRUCCION EN RIO BLANCO? ¿PUEDEN UDS. LOCALIZAR LA BOCACALLE MAYOR DEL PUEBLO?

- La bocacalle mayor del pueblo está marcada con una X en la **Guía para el Maestro del Mapa del Uso de la Tierra.** De este lugar se sacaron tres del las próximas fotos: la vista hacia el norte, el este, y el oeste. Los estudiantes utilizarán estas transparencias importantes para ir designando los lugares del mapa.

Slide 6: View from South End of "Plaza Municipal"

- Students should have already located this area as the main built up area on the map. The "Plaza Municipal" is the center of much activity in Rio Blanco as we will see when we return to the area later to discuss its structures in more detail.

LOOKING AT SLIDE #6 AND YOUR SKELETAL LAND USE MAPS, WHAT DO YOU THINK THE POPULATION OF RIO BLANCO IS?

- Students may be surprised to learn that the population is slightly over 500. This is because structures in rural areas are spaced far apart so they do not all show up on the map and because families are generally quite large. It is not unusual to find 10 to 15 people living in each house.

Transparencia No. 6: Vista desde el extreme sur de la plaza municipal

- Los estudiantes ya deberian haber localizado esta área como el lugar de mayor construcción del mapa. La plaza municipal es el centro de muchas de las actividades de Rio Blanco, como detalladamente al estudiar sus estructuras.

SI MIRAN LA TRANSPARENCIA NO. 6 Y LOS MAPAS QUE TIENEN FRENTE A UDS., ¿PUEDEN CALCULAR MAS O MENOS EL NUMERO DE HABITANTES DE RIO BLANCO?

- Los estudiantes tal vez se sorprenderán al saber que hay un poco mas de 500 habitantes en Rio Blanco. Los edificios en las zonas rurales estan separados, y asi no se ven todos en el mapa. Tambièn, las familias son grandes y no es raro que diez o quince personas vivan en la misma casa.

Slide 7: Community Members

WHAT CAN YOU SAY ABOUT THESE RIO BLANCO CITIZENS? HOW ARE THEY DRESSED? WHAT DO YOU THINK THEY DO FOR A LIVELIHOOD?

- The people of Rio Blanco are <u>mestizos</u> (of mixed Spanish and Indian blood). They wear typical western clothes and are mostly employed in agriculture. Sixty percent of the Guatemalan population, however, are Indians directly descending from the ancient Mayas, but most of the rest of the population is mestizo and a very small percentage is of European blood.

Transparencia No. 7: Miembros de las Comunidad

QUE PUEDEN DECIR ACERCA DE ESTOS HABITANTES DE RIO BLANCO? COMO SE VISTEN? COMO GANARAN EL PAN DIARIO?

- La gente de Rio Blanco es mestiza, de sangre española e indigena. Visten la ropa tipica del este y la mayoria son agricultores. Un sesenta por ciento (60%) de los guatemaltecos son indios, descendientes de los Mayas, mientras casi todo el resto de la poblaciòn es mestiza y hay pocas personas de sangre puramente europea.

Slide 8: A Rio Blanco Family

DOES THIS SLIDE SUGGEST TO YOU SOMETHING ABOUT THE IMPORTANCE OF THE FAMILY? IN WHAT ECONOMIC GROUP DO YOU THINK THIS FAMILY IS? HOW MANY FAMILY MEMBERS ARE THERE?

- The family is the most important social unit in Rio Blanco. The head of this family is the town's secretary who also owns a large plot of land. This family is relatively well-off compared to most people of Rio Blanco. (Note: this family lives in the house pictured in Slide 23.)

Transparencia No. 8: Una familia de Rio Blanco

¿QUE DICE ESTA TRANSPARENCIA CON RESPECTO A LA IMPORTANCIA DE LA FAMILIA? ¿A CUAL GRUPO ECONOMICO CREEN QUE PERTENECE ESTA FAMILIA? ¿CUANTOS MIEMBROS TIENE LA FAMILIA?

- La familia es la unidad social màs importante de Rio Blanco. El padre de esta familia es el secretario del pueblo y tambièn es dueño de un terreno grande. Esta familia es relativamente adinerada comparada con las otras familias de Rio Blanco. (Nota: esta familia vive en la casa mostrada en la transparencia No. 23.)

Slide 9: View of North

- Explain to students that they will now "visit" Rio Blanco and map some important features of the community. They will see many things that are not familiar to them so they should be encouraged to ask questions. The next four slides are views of Rio Blanco corresponding to the four points of the compass. Each photograph is taken looking down a principal street radiating from the center of town.

WHAT ARE THE MAJOR AREAS OF LAND USE YOU CAN IDENTIFY IN THIS PHOTOGRAPH?

- Students should be able to create a legend for the different land use areas they see in the photograph. Possibilities for these areas are: maize (corn) fields, bean fields, structures, roads, fallow land, shrubbery, etc. Whatever students want to include in their map is fair game. The skeletal map lacks detail in many instances and students may want to draw in areas that are undefined such as crop division within one field, ponds, huts, etc. Refer to **"Teacher's Guide to Land Use Map"** to orient yourself and help students fill in their own maps.

Transparencia No. 9: Vista hacia el norte

- Explique a los estudiantes que ahora van a "visitar" Rio Blanco y a designar en sus mapas algunas de las caracteristicas màs importantes de la comunidad. Van a ver muchas cosas nuevas y pueden hacer preguntas libremente. Las próximas cuatro transparencias son vistas de Rio Blanco que corresponden a las cuartas de la brújula. Cada foto fue sacada desde el centro del pueblo, mirando por una calle principal.

¿CUALES SON LAS PRINCIPALES AREAS DE USO DE LA TIERRA QUE APARECEN EN ESTA FOTOGRAFIA?

- Los estudiantes deben poder crear una leyenda en el mapa para las diferentes àreas de uso de la tierra que se ven en la transparencia. Algunas àreas posibles son: campos de maiz, campos de frijoles, edificios, caminos,

tierra barbecha, plantios de arbustos, etc. Cualquier cosa que los estudiantes quieran incluir en el mapa está bien. Le falta mucho detalle al mapa trazado, y es posible que los estudiantes quieran incluir algunas áreas que la lección no define, como las divisiones de cosecha en un mismo terreno, o las lagunas, chozas, etc. Refiérase a la **Guia del Maestro** para orientarse y poder ayudar a los alumnos con los detalles.

Slide 10: View of East

WHAT LETTERED STRUCTURES ARE YOU LOOKING AT?

- These are structures **I** (left) and **M** (right). Students should just note that they are relatively modern and are located at an important area of town on the main intersection. We will return to identify structure **H** later.

WHAT IS IN THE DISTANCE TO THE EAST?

- Students should now confirm that Rio Blanco is located in a highlands environment surrounded by sparsely wooded mountains.

Transparencia No. 10: Vista hacia el este

¿QUE REPRESENTAN LOS EDIFICIOS CON LETRAS QUE SE VEN AQUI?

- Son los edificios **I** (a la izquierda) y **M** (a la derecha). Los estudiantes deben notar que son relativamente modernos y están situados en un punto importante del pueblo, en la bocacalle mayor. Volveremos a identificar el edificio **H** mas adelante.

¿QUE SE VE DE LEJOS HACIA EL ESTE?

- Los alumnos deben ya saber que Rio Blanco está situado en tierras altas y que está rodeado de montañas con pocos árboles.

Slide 11: View to South

- This photograph is not taken from the main intersection but from a location near structure S.

WHAT DO YOU SEE IN THE DISTANCE?

- Students should be able to locate the two main forested areas which lie in the southernly portion of their land use maps.

Transparencia No. 11: Vista hacia el sur

- Esta fotografía no se tomó desde el centro sino desde un punto cerca del edificio S.

¿QUE SE VE EN LA DISTANCIA?

- Los estudiantes deben poder localizar las dos principales áreas arboladas que están en el extremo sur de sus mapas.

Slide 12: View to West

- This photograph was taken from the main intersection looking to the west.

WHAT ARE THE AREAS OF LAND USE? LOOKING AT THE ROAD, WHAT CAN YOU SAY ABOUT TRANSPORTATION FACILITIES TO RIO BLANCO?

- This is the principal road out of town which serves as the main artery of transportation connecting Rio Blanco with the region's capital, San Marcos. Two or three heavy duty trucks service Rio Blanco each day, carrying both cargo and passengers. The main mode of transportation is foot, a few people own horses, and the town's secretary has the only motorcycle.

Transparencia No. 12: Vista hacia el oeste

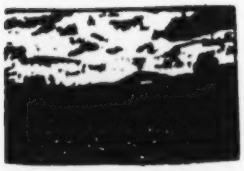
- Esta es la vista desde la bocacalle mayor hacia el oeste.

¿CUALES SON LAS AREAS DE USO DE LA TIERRA? ¿QUE LES INDICA ESTE CAMINO DE LAS FACILIDADES DE TRANSPORTE A RIO BLANCO?

- Esta es la carretera principal que conecta a Rio Blanco con San Marcos, la capital del departamento. Cada dia, dos o tres camiones llegan a Rio Blanco llevando carga y pasajeros. La mayor parte del transporte se hace a pie. Algunas personas tienen caballos, y el secretario del pueblo tiene la ùnica motocicleta.

Slide 13: Rio Blanco Viewed from the Southwest

- This photograph is taken from the southwest corner of the land use map looking towards the "Plaza Municipal".



WHAT ARE THE FIELDS IN THE DISTANCE? WHAT DIVIDES THE FIELDS?

- Students should be able to fill in more of their land use maps with maize fields, shrubbery, trees, etc.

Transparencia No. 13: vista de Rio Blanco desde el suroeste

- Esta es una vista hacia la plaza municipal, desde la esquina suroeste del mapa.

¿QUE SE ESTA CULTIVANDO EN LOS CAMPOS QUE SE VEN A LA DISTANCIA? ¿QUE DIVIDE UN CAMPO DEL OTRO?

- Los alumnos deben poder llenar una parte màs de sus mapas con campos de maiz, plantios de arbustos, àrboles, etc.

Slide 14: Mountainous Area Surrounding Rio Blanco

WHAT DOES THE AREA AROUND RIO BLANCO LOOK LIKE? WHAT IS UNUSUAL ABOUT THE TREE IN THE FOREGROUND?

- There are many forested areas surrounding Rio Blanco. The forests are privately owned and the few trees which are not in private forests look like the tree in the foreground of the picture. People have stripped the accessible parts of the tree bark to collect fuel for their homes.

Since this unit should be taught in a minimum of two days, this would be an appropriate place to stop and have students make some hypotheses regarding life in a rural village. The agricultural portions of the students' land use maps should be completed and referred to when asking a few basic questions:

WHAT IS THE MAIN ECONOMIC ACTIVITY IN RIO BLANCO? WHAT IS THE MAIN CROP GROWN? HOW IS CROP LAND DISTRIBUTED? WHAT METHODS DO YOU THINK ARE USED FOR AGRICULTURE?

- Maize farming is the main economic activity in Rio Blanco. Other crops include beans, squash, chile peppers, cabbage, and carrots. Few farmers actually own the small 5 to 10 acre plots they farm. These plots are known as "minifundios" (literally translated as small landholdings) and are rented to farmers by landlords. Many of these landlords live in San Marcos and rarely, if ever, visit their landholdings. If a farmer is fortunate, he will have a mule or an ox to plow his field, but most farmers simply till the soil with large hoes.

Transparencia No. 14: Regiòn montañosa que rodea Rio Blanco

¿COMO ES EL AREA ALREDEDOR DE RIO BLANCO? ¿QUE TIENE DE RARO EL ARBOL EN PRIMER PLANO?

- Hay mucha tierra arbolada alrededor de Rio Blanco. Los bosques son propiedad privada y los pocos àrboles que no quedan dentro de los bosques se parecen al àrbol en primer plano. La gente ha quitado la corteza accesible de

estos árboles para usarla como combustible en sus casas.

¿CUAL ES LA ACTIVIDAD ECONOMICA PRINCIPAL DE RIO BLANCO? ¿CUAL ES EL CULTIVO PRINCIPAL? ¿COMO SE DISTRIBUYE LA TIERRA CULTIVABLE? ¿QUE CREEN USTEDES? ¿CUALES SON LOS METODOS DE AGRICULTURA QUE SE USAN AQUI?

- La principal actividad económica es el cultivo del maíz. Otros cultivos incluyen el frijol, la calabaza, el chile, el repollo, y la zanahoria. Pocos campesinos son dueños de los campos pequeños (de 5 a 10 acres) que trabajan. Estos campos se llaman minifundios y los dueños los alquilan a los campesinos. Muchos de los dueños viven en San Marcos y rara vez visitan sus propiedades. Un campesino por suerte podría tener una mula o buey para arar el campo, pero la mayoría de los campesinos trabajan la tierra con azadones.

Slide 15: "Plaza Municipal"

WHAT DO YOU SUPPOSE THE RED BRICK BUILDING IS USED FOR? THE BUILDING ADJACENT TO IT? THE BUILDING UP ON THE HILL?

- Building **B** is "El Salon"--the town's meeting hall which is used for community dances, ceremonies, meetings, etc. Building **C** is the health clinic and Building **D** is where Rio Blanco's administrative offices, post office, and telegraph office are located. Note basketball court **F** and structure **L** which contains the jail and storerooms.

WHAT CAN YOU SAY ABOUT PUBLIC SERVICES FROM THIS PHOTOGRAPH?

- Students should realize that there is no electricity, running water, or sewer system in Rio Blanco. Public services like health care and telegraph communications are severely limited.

Transparencia No. 15: Plaza Municipal

¿PARA QUE SE USARA EL EDIFICIO DE LADRILLO ROJO? ¿EL EDIFICIO AL LADO? ¿EL EDIFICIO EN EL CERRO?

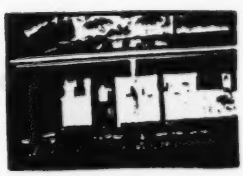
- El edificio **B** es El Salòn, que se usa para bailes, ceremonias, reuniones, etc., de la comunidad. El edificio **C** es el Puesto de Salud y en el edificio **D** se encuentran las oficinas administrativas, el correo, y los telègrafos. Fijense en la cancha de basquetbol **F**, y en el edificio **L** en donde se encuentran la cárcel y las bodegas.

¿QUE PUEDEN DECIR ACERCA DE LOS SERVICIOS PUBLICOS AL MIRAR ESTA FOTO?

- Los estudiantes deben darse cuenta de que en Rio Blanco no hay electricidad, agua corriente, ni alcantarillado. Los servicios pùblicos como el servicio médico y las comunicaciones por telègrafo, estan severamente limitados.

Slide 16: Rio Blanco Health Clinic

HOW DOES THIS RURAL HEALTH CLINIC DIFFER FROM STUDENTS' HEALTH FACILITIES IN THEIR OWN COUNTRY?



- There is no doctor in Rio Blanco. One nurse runs the clinic (building **C**), and must refer people with more serious health problems to the bigger hospital in San Marcos. The trip to San Marcos is both expensive and uncomfortable for the sick person, so many people simply elect to live, or in many cases, die with their sicknesses. A sick person must travel for six hours in the back of a cargo truck before reaching the hospital.

Transparencia No. 16: Puesto de Salud de Rio Blanco

¿QUE DIFERENCIAS EXISTEN ENTRE ESTA CLINICA RURAL Y LAS CLINICAS QUE USTEDES TIENEN EN SU COMUNIDAD?

- No hay ningún médico en Rio Blanco. Sólo una enfermera se encarga de la clinica (edificio C) y tiene que mandar a la gente con problemas serios al hospital de San Marcos. El viaje a San Marcos es caro e incómodo para los enfermos, asi que muchos prefieren aguantarse las enfermedades o morir de ellas. Para llegar al hospital, el enfermo tiene que viajar seis horas en un camión de carga.

Slide 17: Municipal Offices

WHAT DO YOU THINK THE RESPONSIBILITIES OF THIS TOWN'S MAYOR ARE? WHAT IS THE BLACKBOARD LEANING ON THE WALL NEXT TO STRUCTURE D USED FOR?

- The town's mayor settles local disputes and serves as the town's advocate in the regional capital of San Marcos. He is elected by the people and is usually a member of the country's dominant political party. It is largely through his maneuvering and prestige that Rio Blanco gets its limited funds for education, health care, and agricultural development. The blackboard is being used by the town's secretary to organize soccer competition between local teams.

Transparencia No. 17: Oficinas Municipales

¿CUALES SERAN LAS RESPONSABILIDADES DEL ALCALDE DE RIO BLANCO? ¿PARA QUE SE USARA EL PIZARRON QUE ESTA APOYADO EN LA PARED JUNTO AL EDIFICIO D?

- El alcalde resuelve las disputas locales y sirve de defensor del pueblo en la capital de San Marcos. Es elegido por el pueblo y normalmente es miembro del partido nacional dominante. En gran parte, es por sus maniobras politicas y su prestigio que Rio

Blanco recibe fondos pora la educaciòn, la salud, y el desarrollo agricola. El secretario del pueblo està usando el pizarròn para organizar un partido de futbol entre los equipos locales.

Slide 18: Men Playing Basketball

WHAT ACTIVITY IS THIS? WHAT DO THE FACILITIES LOOK LIKE? HOW ARE THE MEN DRESSED?

- The basketball court was a government sponsored project. The dirt area in the middle of the plaza essentially forms the playing area. The men are dressed in their street clothes. There are not enough resources in Rio Blanco to organize and upgrade recreational facilities such as this one.

Transparencia No. 18: Jugadores de basquetbol

¿QUE JUEGO ES ESTE? ¿COMO SON LOS EDIFICIOS Y RECURSOS PARA EL JUEGO? ¿COMO ESTAN VESTIDOS LOS HOMBRES?

- La cancha de basquetbol fue un proyecto patrocinado por el gobierno. El lugar del juego es la tierra en medio de la plaza. Los hombres estan usando su ropa diaria. Rio Blanco no tiene los recursos suficientes para organizar y mejorar las facilidades de recreo.

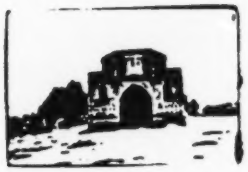
Slide 19: Catholic Church Under Construction

WHAT TYPE OF STRUCTURE IS THIS? WHAT LOOKS UNUSUAL ABOUT IT?

- Students should be told that this is the biggest structure in town. They should easily be able to locate it as structure F. It is somewhat unusual that the Catholic Church, the largest religious institution in Latin America, has not yet been fully constructed. This is not typical of Latin America. In fact, even though the Church itself has not been completed, a priest travels to Rio Blanco each week to give mass on the lawn near the church.

Transparencia No. 19: Iglesia Católica en Construcción

¿QUE CLASE DE EDIFICIO ES ESTE? ¿QUE TIENE DE RARO?



- Hay que decir a los estudiantes que este es el edificio más grande del pueblo. Lo deberán localizar en el mapa como el edificio **F**. Es un poco extraño el hecho de que no se haya terminado de construir la iglesia católica, la institución religiosa más grande de Latinoamérica. Esto no es típico de Latinoamérica. Sin embargo, aunque no está terminada la iglesia, cada semana va un sacerdote a Río Blanco a decir misa en el césped (acate) de la iglesia.

Slide 20: Gazebo in "Plaza Municipal"

WHAT IS THIS UNUSUAL LOOKING STRUCTURE? WHAT SHAPE IS IT? WHAT DO YOU THINK IT IS USED FOR?

- Students should have no problems identifying this hexagonal structure **E**. The gazebo is used for bands which parade around the "Plaza Municipal" during fiestas and end up playing at the gazebo for hours on end.

Transparencia No. 20: Glorieta de la Plaza Municipal

¿QUE ES ESTE EDIFICIO? ¿QUE FORMA TIENE? ¿PARA QUE SE USARA?

- No les será difícil a los estudiantes identificar el hexágono **E**. Se usa la glorieta para las bandas que tocan en las calles varias horas durante las fiestas.

Slide 21: Protestant Church

- This photograph is taken near the "Plaza Municipal" looking towards the southeast. Notice maize fields and wooded areas that surround structure **A**.

WHAT DO YOU THINK THIS STRUCTURE IS?

- Students may be surprised to learn that this structure is the town's protestant church. Most towns do not have protestant churches. This church also has a number of classrooms attached to it.

WHAT ARE THE TWO BIGGEST STRUCTURES IN TOWN? WHAT DOES THIS SUGGEST ABOUT THE IMPORTANCE OF RELIGION?

- The town's two churches are the two biggest buildings in town. Religion plays a central role in people's lives both as a moral and a social institution.

Transparencia No. 21: Iglesia Protestante

- Esta fotografia se tomò cerca de la plaza, mirando hacia el sureste. Fijense en los campos de maiz y en los bosques que rodean el edificio **A**.

¿QUE SERA ESTE EDIFICIO?

- Es posible que los estudiantes se sorprendan al saber que esta es la iglesia protestante. La mayoria de los pueblos no tienen iglesias protestantes. A esta iglesia también se le adjuntan varios salones de clase.

¿CUALES SON LOS DOS EDIFICIOS MAS GRANDES DEL PUEBLO? ¿QUE LES DICE ESTO ACERCA DE LA IMPORTANCIA DE LA RELIGION?

- Las dos iglesias son las estructuras màs grandes de Rio Blanco. La religión tiene un papel central en la vida de la gente, tanto como institución moral como social.

Slide 22: Main Store

THIS IS A CLOSER LOOK AT STRUCTURE H THAT WE SAW BEFORE. WHAT DO YOU THINK IT IS? (Note the angle of front door.)

- This is one of the four small stores located in Rio Blanco. These sell items such as flour, beans, rice, soup and noodles as well as quite a bit of candy, soda pop (Coca-Cola included), cookies and gum. The stores are stocked by cargo trucks travelling from San Marcos. This store has a gasoline-run mill which is used to grind the corn the women bring to the store daily. In addition, the store serves as an important congregating place for the town's people.

KNOWING THESE FACTS ABOUT THE FUNCTION OF THE STORE, WHAT CAN YOU SAY ABOUT FOOD PRODUCTION?

- Food production is on a small scale and is mainly concerned with subsistence. The main food is, of course, maize, which each family grows on their own. This might be supplemented with an occasional chicken or (very rarely) a beef dish, as well as some foods purchased at the store.

Transparencia No. 22: Tienda Mayor

AQUI PODEMOS VER MAS CERCA EL EDIFICIO H QUE VIMOS ANTERIORMENTE. ¿QUE ES? (Fijense en el ángulo de la puerta principal.)

- Esta es una de las cuatro tiendas pequeñas de Rio Blanco. Estas tiendas venden harina, frijoles, arroz, sopa, y macarrones ademas de bastantes dulces, refrescos, galletas, y chicles. Los camiones de carga traen la mercancia de San Marcos. Esta tienda tiene un molino que funciona con gasolina, y que se usa para moler el maiz que las mujeres traen todos los dias. Asimismo la tienda sirve de lugar de reunión de la comunidad.

YA QUE SABEN TODO ESTO DE LA FUNCION DE LA TIENDA, ¿QUE PUEDEN DEDUCIR ACERCA DE LA PRODUCCION DE ALIMENTOS?

- Los alimentos se producen a pequeña escala y se usan principalmente para la subsistencia. El alimento principal es el maiz que cada familia cultiva. A veces se suple con pollo o tal vez carne, y con cosas que se compran en la tienda.

Slide 23: Rio Blanco's Modern Home

THIS IS STRUCTURE J ON YOUR MAP. WHAT IS IT? HOW IS IT BUILT? WHEN DO YOU THINK IT WAS BUILT?

- This is probably the most modern home in Rio Blanco, owned by the town's secretary. Note plaster wall construction, sidewalk, tin roof, and many windows.

Transparencia No. 23: La casa moderna de Rio Blanco

ESTE ES EL EDIFICIO J EN EL MAPA. ¿QUE ES? ¿DE QUE ESTA CONSTRUIDO? ¿CUANDO LO HABRAN CONSTRUIDO?

- Esta, la casa del secretario del pueblo, es probablemente la casa más moderna de Rio Blanco. Fijense en las paredes de argamasa, la acera, el tejado de estaño y la cantidad de ventanas.

Slide 24: Small Store and Home

WHAT IS DIFFERENT ABOUT STRUCTURE I IN COMPARISON WITH THE PRECEDING SLIDE OF STRUCTURE J?

- Students will be able to discuss differences in materials used to build the roof and walls. The front of structure I is used as a small, poorly stocked store. Direct students' attention to the white splatterings in front of the house. This is whitewash which is applied to the adobe

bricks twice a year to keep them from eroding during the rainy season.

- The contrast between structure J and I might spark a discussion about the division of wealth in Rio Blanco. The secretary who lives in the modern house is also a landholder. He owns a large plot of land outside of the area encompassed in the land use map which he rents to local farmers.

WHAT DOES THIS SUGGEST TO YOU ABOUT THE RELATIONSHIP OF LAND OWNERSHIP AND WEALTH?

- Obviously, those with the ownership of the land are considerably more wealthy than landless workers. The secretary, however, does not own nearly as many acres as some other landlords with farms in the vicinity but who reside in San Marcos.

Transparencia No. 24: Tienda pequeña y casa

¿QUE TIENE DE DIFERENTE EL EDIFICIO I COMPARADO CON LA TRANSPARENCIA ANTERIOR DEL EDIFICIO J?

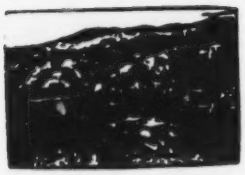
- Los estudiantes podrán hablar de los diferentes materiales que se usan para hacer el tejado y las paredes. La parte delantera del edificio I se usa como tienda pequeña y pobre. Haga que los estudiantes se fijen en la pintura blanca derramada frente a la casa. Esta es la cal que se echa al adobe does veces por año para que no erosione durante la temporada de lluvia.

- El contraste entre los edificios J e I podria comenzar una discusión sobre la división de la riqueza en Rio Blanco. El secretario de la casa moderna también es terrateniente. Es dueño de un campo grande que no aparece dentro de los confines del mapa, que alquila a los campesinos locales.

¿QUE LES DICE ESTO ACERCA DE LA RELACION ENTRE EL SER DUEÑO DE LA TIERRA, Y LA RIQUEZA?

- Claramente, los dueños de la tierra son mucho más ricos que los trabajadores sin tierra. Sin embargo, el secretario no tiene tantas hectáreas como algunos otros dueños con fincas cerca de Rio Blanco, pero que viven en San Marcos.

Slide 25: Open Air Latrine



WHAT IS THIS?

- This is a rural latrine. Students may comment on lack of privacy and, of course, no running water.

WHAT DOES THIS SUGGEST TO YOU ABOUT SANITATION FACILITIES?

- They are very primitive. This is a major cause of disease such as hookworm which lives in human feces and is transmitted to people who are not wearing shoes. Hookworm can often be fatal to young children.

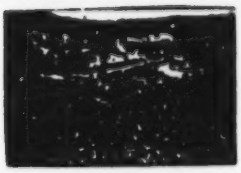
Transparencia No. 25: Letrina al aire libre
¿QUE ES ESTO?

- Es una letrina rural. Los estudiantes tal vez harán comentarios sobre la falta de privacia y de agua corriente.

¿QUE LES DICE ACERCA DE LAS FACILIDADES DE HIGIENE?

- Que son muy primitivas. Esta es una causa principal del anquilostoma que vive en los excrementos humanos y se trasmite a quien anda descalzo. El anquilostoma muchas veces es una enfermedad mortal entre los niños pequeños.

Slide 26: Distant View of Wash Area



LOOK AT GRASSY AREA IN THE CENTER OF THE SLIDE. WHAT DO YOU SUPPOSE THIS IS USED FOR?

- This is one of the main communal areas in Rio Blanco. It is free for anyone to do their washing.

Transparencia No. 26: Vista desde lejos del lugar para lavar

MIREN EL ZACATE (CESPED) AL CENTRO DE LA TRANSPARENCIA. ¿PARA QUE SE USARA?

- Esta es una de las principales áreas comunes de Rio Blanco. Cualquier persona puede lavar la ropa alli.

Slide 27: Closer View of Wash Area

LOCATE STRUCTURE K ON YOUR LAND USE MAP. WHAT ARE THE GIRLS DOING IN THIS PICTURE?

- This is the wash area. It is used by those that do not have their own private wash areas (not like the secretary who does). The water runs from the river in a pipe which empties into the main tank of the wash area where it is scooped out and used to wash clothes.

THE WASH AREA IS LOCATED VERY NEAR A RIVER. WHERE DO YOU SUPPOSE THE WASTE WATER RUNS TO?

- Soapy water runs straight into the river. This then contaminates the water for villages further down the mountain.

Transparencia No. 27: Vista desde cerca del lugar para lavar

LOCALICEN LA ESTRUCTURA K EN EL MAPA. ¿QUE ESTAN HACIENDO LAS MUCHACHAS EN ESTA FOTO?

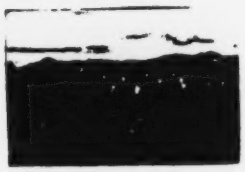
- Este es el lugar para lavar. Lo usa la gente que no tiene su lugar privado (como lo tiene el secretario). El agua viene desde el rio en un conducto que termina en la tina, y de alli la sacan para lavar la ropa.

EL LUGAR DE LAVAR ESTA SITUADO MUY CERCA DEL RIO. ¿DONDE VA EL AGUA SUCIA?

- El agua jabonosa corre directamente al rio, asi que contamina el agua que usan los pueblos que quedan rio abajo.

Slide 28: Soccer Field

THIS IS ANOTHER IMPORTANT COMMUNAL AREA IN RIO BLANCO. WHAT ARE THE BOYS DOING?



- Soccer is much more important and well organized than basketball. Note specialized uniforms and referee. Rio Blanco is very proud of its soccer team.

Transparencia No. 28: Campo de fútbol

ESTE ES OTRO LUGAR COMUNAL IMPORTANTE DE RIO BLANCO. ¿QUE ESTAN HACIENDO LOS MUCHACHOS?

- El fútbol es mucho más importante y esta mucho mejor organizado que el basquetbol. Fijense en los uniformes especiales y en el arbitro. Rio Blanco esta muy orgulloso de su equipo de fútbol.

Students should keep their land use maps and they should be used in the future as data they have discovered on their own when discussing concepts such as rural poverty, land distribution, Guatemalan culture, the Catholic Church, agricultural methods, etc.

KEY TO RIO BLANCO STRUCTURES
CLAVE A LOS EDIFICIOS DE RIO BLANCO

A Protestant Church
Iglesia Protestante

B Town Meeting Hall
El Salón de la Comunidad

C Health Clinic
Puesto de Salud

D Municipal Offices
Oficinas Municipales

E Basketball Court
Cancha de Basquetbol

F Catholic Church
Iglesia Católica

G Gazebo
Glorieta

H Modern Home and Main Store
Casa Moderna y Tienda Mayor

I Adobe Home and Small Store
Casa de Adobe y una Tienda Pequeña

J Secretary's Modern Home
Casa Moderna del Secretario

K Wash Area
Lugar para Lavar

L Jail and Storerooms

M Adobe Home
Casa de Adobe

N Adobe Home
Casa de Adobe

O Grass-roofed Home
Casa con Techo de Pasto

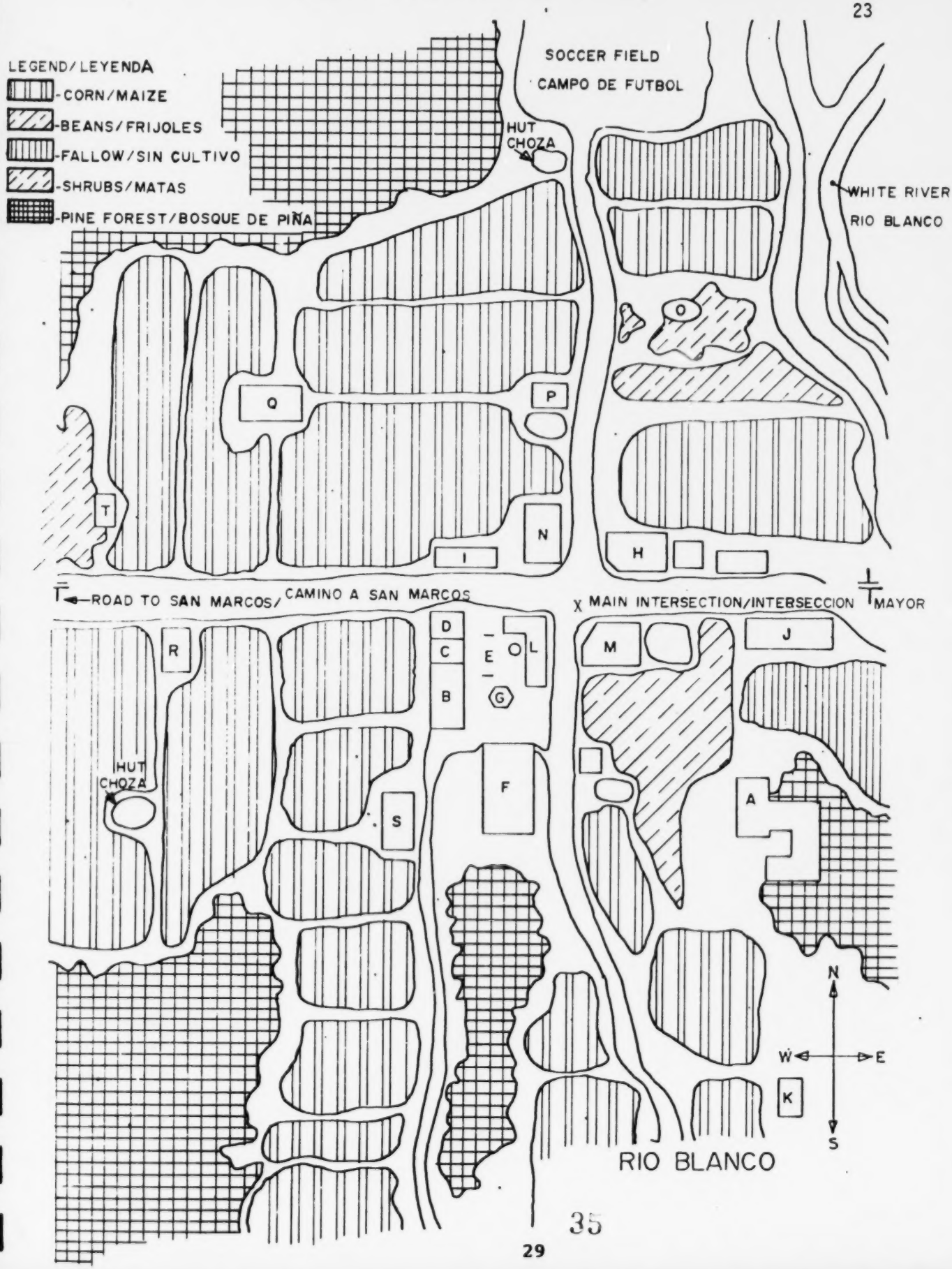
P Adobe Home
Casa de Adobe

Q Elementary School
Escuela de Primaria

R Brick Home
Casa de Ladrillo

S Adobe Home
Casa de Adobe

T Adobe Home
Casa de Adobe


LEGEND/LEYENDA
-CORN/MAIZE
-BEANS/FRIJOLES
-FALLOW/SIN CULTIVO
-SHRUBS/MATAS
-PINE FOREST/BOSQUE DE PIÑA
SOCCER FIELD
CAMPO DE FUTBOL
HUT
CHOZA
WHITE RIVER
RIO BLANCO
O
Q
P
T
N
I
H
ROAD TO SAN MARCOS/ CAMINO A SAN MARCOS
X MAIN INTERSECTION/INTERSECCION
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STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION
STUDENT EVALUATION OF CURRICULUM UNIT

Student's name:_____ Grade level:_____

Title of unit:_____ Subject:_____

1. Name some of the facts that you learned from the unit that surprised you.

2. Were some of your previous ideas about Latin America and Latin American people changed by this unit? If so, how?

3. What part of the unit did you like the best? Why?

4. What part of the unit did you like the least? Why?

5. Do you have any ideas on how to improve the unit? If so, please explain your suggestions below.

CURRICULUM UNIT EVALUATION FORM

Name:_____ Position:_____

Grade Level:_____ Subject:_____

Title of Unit:_____

Time Involved: in class:_____

in teacher preparation_____

_____

1. What were your objectives in using the unit? Were they met? If not, why do you think that they were not?

2. How did you use the unit in your classroom? Did you omit any parts? If so, which ones and why? Did you add anything? If so, please explain.

3. Which parts of the unit did you find most helpful? Least helpful? Please explain. Did you find suggested supplementary materials helpful in teaching the unit?

4. How did your class react to the unit? Are there any interesting insights or creative ideas that you received from your students and would like to share?